

# St Mary's Catholic Primary Schools Trust



*'Aspire not to have more, but to be more'*

*(Oscar Romero)*

## Religious Education Policy 2023

### **Mission Statement**

Aspire not to have more but to be more.

#### **'Live the St Mary's way'**

**Learning, believing, prayerful, peaceful, friendly, caring, loving, respecting, thoughtful,  
generous, considerate, helpful,  
KIND**

### **Aims**

By the time our children leave St Mary's Catholic Primary Schools Trust they will have:

- Developed their personal relationship with God
- Be aware and open to the awe and wonder of God's world and the blessings he bestows upon us.
- Have an increased knowledge and understanding of our Catholic Faith.
- Have developed a sense of their own spirituality.
- Have an awareness of our faith community and their role in it.
- Have an understanding of social justice and individual and collective responsibility
- Have developed an understanding of the importance of love and compassion to others.
- Have an awareness and respect for other faiths and beliefs.
- Have been a part of the many celebrations of our Liturgical year.
- Have an understanding of the uniqueness of each person, whilst also knowing that each of us is made in the image and likeness of God.

### **The Religious Education Curriculum**

The school follows the 'Come and See' scheme of work. 10% teaching time is devoted to teaching Religious Education.

### **Teaching and Learning**

Our teaching and learning of Religious Education at St Mary's is based on a fundamental respect for children and their capacity to instigate, test and maintain curiosity, and to find and appreciate the awe and wonder of God's world. We believe in children's right to play; the right to access the outdoors; the right to reflect on their humanity and their place in the world; the right to access risk and the vibrant reality of the world; the right to experience a healthy range of emotions through their interaction with others and their exploration of their place in the world and their faith, and in doing so, to build a sense of God, a sense of self and a lifelong resilience that will enable continued and creative engagement with their Faith, their peers and their potential.

We believe that learning is a lifelong process and that we all learn new things every day in different ways. Learning should be an exciting, rewarding and enjoyable experience for everyone; and, above all, learning should be life changing.

## **Planning**

Planning is adapted and personalised from the 'Come and See' scheme of work. It runs on a yearly cycle.

## **Assessment**

Assessment is related to the concepts, skills and attitudes developed through the exploration of themes and learning outcomes for each unit of study. Assessment establishes what the pupils know, understands and can do, through observation and tasks. It does not assess faith or the practice of faith.

Formative assessment and pupil self assessment is ongoing and linked to Assessment for Learning, and formal summative assessments take place at the end of specific topics. The programmes of study are based upon AT1 – Learning about Religion and AT2 – Learning from Religion.

## **Marking**

Marking is carried out regularly in line with our Marking Policy and is appropriate to the child development and their understanding.

## **Monitoring**

RE is monitored in a variety of ways:

- Work scrutiny
- Sampling Planning
- Audits
- Learning Walks
- Work moderation

Monitoring is undertaken by the Headteacher, Senior Leadership team, RE Leader, Teachers and strategically monitored by the Governors.

## **Reporting**

Formal reports to parents are given in the form of a written record of achievement at the end of each academic year and during termly parent consultation meetings.

### **Home Learning**

Parents are informed in the weekly year group newsletters about what will be taught in RE for the following week and RE home learning is regularly undertaken.

### **Links with Home and Parish**

Parents are invited to take part in a wide range of events and celebrations of our faith throughout the year.

The school enjoys close links with St Mary's Church; the Priests regularly attend Masses, assemblies and Liturgies and the children make regular visits to the church.

### **Inclusion**

Children with special educational needs, those that require extra support to achieve national targets and those with exceptional ability, will be identified through assessment and tracking.

Individual Educational Plans, the use of appropriate resources and Learning Support Assistants, will support children who are not achieving set targets. Appropriate resources will be available to support the more able.

### **The Role of the Subject Leader**

It is the subject leader's responsibility to ensure:

- Development, monitoring and evaluation of whole-school policy.
- Colleagues are supported in the teaching of Religious Education.
- Continued professional development is available for all colleagues of all faiths.
- Appropriate systems are in place for the assessment of RE.
- The school is aware of developments, through establishing links with fellow RE co-ordinators throughout the Deanery and the Diocese.
- Resources are developed and maintained.
- Smooth organisation of the programme for Collective Acts of Worship, including assemblies, prayer services and Masses.
- To liaise with the Governing Body regarding developments in R.E.

### **The Role of the Governors**

- To liaise with the Leader

- To monitor the policy and provision and standards for Religious Education.

### **The Role of the Class Teacher**

- To ensure planning is place at the start each topic, complete agreed assessments every term and mark children's work giving appropriate, developmental feedback.
- To take part in the regular monitoring of learning.
- To differentiate teaching/lessons as is appropriate.
- To take responsibility for proper respectful use of religious resources and artefacts.
- To take initiative in regards their CPD in this area of the curriculum.

### **Involvement of Parents**

Our school recognises parents as the first educators of their children and sees the involvement of the school as being an on going partnership with parents. Parents have access to the RE policy. They are made to feel that they have an important part to play in teaching their children about the beliefs and traditions of the Catholic faith as well as helping their children to develop a personal faith.

### **The Role of the Headteacher**

- To led all aspects of RE in the school.
- To ensure there is a full and rich timetable of faith events.
- To ensure that RE has a key place in the overall vision, and daily practises of the school.
- To lead staff in developing a rich RE curriculum.
- To ensure that staff are appropriately trained in all aspects of teaching RE

### **Linked Policies**

Collective Worship Policy

This policy has been shared with the Governing Body of the school.

Policy to be reviewed Feb 2018